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AUTHOR Granfield, Michelle L.; Smith, Christy L.
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ABSTRACT

A study focused on involving parents in a reading workshop to teach parents strategies used in their child's classroom. Subjects consisted of 11 parents (who were already highly involved in their child's classroom) of first-grade children from an affluent elementary school in central Virginia who agreed to participate in the workshop. Parents completed two surveys before the one-hour workshop, and they completed the same surveys 3 weeks after the workshop. Results indicated that: (1) parent frustration levels in regard to helping children read decreased after attending the workshop; (2) the quantity of time parents spent reading with their children decreased after the workshop; (3) all parents used the workshop strategies either alone or in conjunction with other strategies; and (4) parents felt that their children's attitudes toward reading were better after parents attended the workshop. Findings support the use of the workshop as an effective tool for parental involvement. (Contains 11 references and four figures of data. Appendixes present both survey instruments and a packet of materials presented to parents at the workshop.) (RS)

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Teaching parents reading strategies: Changing parents attitudes towards reading at home

Michelle L. Granfield

Christy L. Smith

The Curry School of Education

University of Virginia

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ABSTRACT

The involvement of parents in a child's education is a key element in their educational development. However, until recently, this important element has been overlooked. Now that we realize the importance of parent involvement, there are still many questions as to how to effectively involve parents in the education process. This study focuses on involving parents in a reading workshop to teach parents strategies used in their child's classroom. We produced the workshop to evaluate the extent to which learning the reading strategies improves parental attitude as well as the quality of reading with their child at home. Subjects consisted of eleven parents of first grade children who agreed to participate in the workshop. Quantitative data supports the use of the workshop as an effective tool for parent involvement.

CHAPTER I

Need

Parent involvement is an essential element in a child's education. Until recently, this component of the educational process had been overlooked. Teachers felt that parent involvement was an intrusion in their classroom, while parents felt that it was the school's responsibility alone to educate their child. This created a missing link between the school and home. We now see parents as the missing link, bridging the gap between school and home.

Although parents are considered an invaluable resource, there are still many questions about how to effectively involve parents. Parents may be involved in their child's studies, but how helpful are they to their child? This is especially true when reading with their child at home. Parents may want to aid their child in learning to read, but many may become overwhelmed and

frustrated due to the lack of knowledge about reading strategies taught to their child in the classroom. It is important for the school to meet the needs of the parents in order for them to effectively help their child at home. Once parents learn and understand how to help their child, the quality of parent involvement will increase.

Purpose

The purpose of this study is 1) to produce a workshop to teach parents reading strategies used in the classroom, and 2) to evaluate the extent to which this workshop improves parental attitude as well as the quality of reading with their child at home. Parents will be given information and strategies appropriate for their child's reading level.

Hypotheses

By providing parents with strategies used in the classroom, it is hypothesized that parents will be more comfortable reading with their child at home. Using the strategies will decrease parental frustration. It is

hypothesized that by implementing the strategies learned at the workshop, the quantity of time spent reading with their child at home will decrease. At the workshop, parents will learn that it is not quantity but quality that is important. Once they learn the strategies and their value, it is predicted that the parents who did not use workshop strategies will begin to use them. It is also predicted that parents who used other strategies before the workshop will also begin to use the workshop strategies. Finally, it is hypothesized that when parents learn and use these strategies, they will agree more strongly that their child has a better attitude toward reading.

Overview

In Chapter II, a review of the currently available research is presented. This research explains the relationship between parents and the schools. It describes the importance of parent involvement and the methods used to involve parents. Research is also focused on parents reading with their child at home. Chapter III review the

methods and procedures used in this study on parent involvement through the use of a workshop. Chapter IV provides an analysis of the results as compared to the hypotheses outlined prior to the study. In Chapter IV, we will analyze the results from our surveys. We will focus on parent frustration, time spent reading, strategies used by parents before and after the workshop, and child's attitude toward reading. We will then compare our results to our hypotheses. Summaries and conclusions are presented in Chapter V.

CHAPTER II

Parent involvement benefits a child in many ways. Improved student achievement, improved student behavior, lower student absenteeism, more positive student attitudes toward school, and improved homework habits have all been linked to long-term parent involvement (Hoover-Dempsey, 1987). Research today overwhelmingly shows that parents directly influence the quality of their children's education. Andrews (1981) recognized that parents have the most important influence in their children's development and educational process. She stressed parent training and interaction between parents and staff (Goetaski, 1983). Carkhuff and Berenson both agreed that previous studies have shown that few parents have the necessary skills to promote the educational and emotional growth of their children. Whether it is academic achievement or school adjustment, parent involvement has a positive influence. Studies show that the more parents

participate in a substantial way, the more positive the effect on their child's academic achievement.

However, many barriers still exist that can interfere with parental involvement. The first major barrier is distance between teachers and parents. This distance may be physical or psychological. Many schools, particularly urban schools, are barred and lack visitor signs. Such places are uninviting and can make a parent feel like an intruder (Moore, 1991). Administration can also hinder parent involvement. Teachers may have to contact a third party before contacting parents. This takes the teacher as point of contact away from the parents and leaves them no direct link.

Lack of teacher training is another barrier to parent involvement. Many teachers are not adequately prepared to manage situations found in today's classrooms (Moore, 1991). Teachers may need in-service training to work effectively with specific problems

parents may have. Teachers need to be made aware of different situations and given training on how to prepare for them.

Another barrier is race and class biases. Many schools do not include teachers who are racially and ethnically representative of the children in that school (Moore, 1991.) It is important for children to have role models in their learning environment. Teachers must be able to understand a student's background in order to be able to understand a student's actions. Parents may also not be able to effectively interact or feel comfortable approaching a teacher of different race or class.

Having a limited view of parental involvement is also a barrier in education. Most schools hold parent conferences and allow parents to visit the classroom. However, schools do not help parents become involved in the school in more constructive and in depth ways. One study surveyed teachers and headteachers from ten local

educational authorities. It showed that not all schools were able to ensure that parents have regular opportunities to know and learn about the curriculum and organization of learning in their child's class, or how they could effectively help their own children (Moore, 1991). Parents should be allowed to become advocates for their child's education. Parents should have confidence in voicing opinions and making suggestions. It is important for parents to have an understanding of how the school system works. Parents must be certain that their child's educational needs are being fulfilled.

The perception of the school may be a barrier as well. Many consider the purpose of schools as purely educational. However, with today's volatile and ever changing society, schools must take on other responsibilities. In a recent report, The National Black Child Development Institute calls attention to three growing problems: a large population of children

whose families live in poverty; a growing drug epidemic that disrupts family life; and increasing incidents of domestic violence (Moore, 1991). Schools cannot overlook these factors while educating the children. Schools must come together with the community to provide services for the families with serious problems.

Schools must create a new partnership with parents in order to meet all the children's needs. A child's education is a responsibility shared by school and family. Therefore, a parent involvement initiative is an integral part of optimizing a schools potential. Auerbach felt that parent group education helped parents increase their competence as parents and develop effective methods of child care (Goetaski, 1983). In Williams' article, The Southwest Educational Development Laboratory (SEDL) found seven elements common to all "promising parent involvement programs":(Williams, 1989)

1.Written policies. The programs had written policies that legitimized the importance of parent involvement and designed program activities. These policies helped staff and parents understand the role of parents in the program.

2. Administrative support. Administrative support was provided in different ways. Funds were allocated for implementing programs. Material and product resources were made available for program use.

3. Training. Effective programs made training available to parents and staff. They occurred over a long period of time and focused on developing partner skills. Workshops were provided for both parents and staff to improve their skills for working together and working with children.

4. Partnership approach. Every aspect of the school was made available to the staff and parents. Everyone was involved and made aware of the happenings of the school. Decisions were jointly made as well as setting school standards. This gave the staff and parents ownership and pride in their school.

5. Two way communication. Communications between home and school occurred frequently and on a regular basis. Parents feel comfortable in the schools and the school staff does not feel threatened by parent input.

6. Networking. Programs shared with other programs about what was successful and what failed.

7. Evaluation. Regular evaluation activities at key stages as well as at the end of a cycle, were made during the programs. This allowed parents and staff to make necessary revisions.

With parents and staff working in a mutual partnership the possibilities are endless. Using these seven essential elements as a framework for a parenting

program, the program will increase the effectiveness of parent involvement and allow parents to be seen as valued and respected and held just as responsible as the school staff for educating their children. In building a school community it has to be assumed that parents are part of that community. Barclay stated that while the primary aim of the parent involvement is the child's education, it also helped the parents and teachers (Goetaski, 1983). Wagenhale stated that when parents participated in a planned school program, a more positive attitude toward the school was created (Goetaski, 1983). The mission of educating our children is clear, the responsibility is shared, everyone is held accountable, and everyone has a stake in children's learning.

With help and support, parents can become involved in each aspect of their child's education. Schools cannot assume that parents will reinforce the school's demands and provide a setting in which the demands can

be met. To expect a parent to know how to reinforce these demands is a serious error. For the most part, parents are unskilled in helping their child succeed in school (Coleman, 1991). Even well educated parents often lack the knowledge of how to reinforce the practices learned by the children in the classroom. However, schools can help parents help their children.

Although parent involvement is important, the quality of involvement is essential for a child to improve academically. As Coleman (1991) stated in his article, merely bringing parents together without a specific reason will be ineffective. Effective parent involvement is measured by the depth of the parents involvement with their children in activities that matter to the children academically and the extent to which parents are involved with one another in ways that benefit their children (Redding, 1991).
An education program that prompts parents to spend more time reading with their child will be more beneficial

than having 100 parents at a spaghetti supper for the PTA.

Parent education programs that enhance the parental capacity to support the academic development of their children, as well as bring parents together, strengthens the bonds between home and the school community. These programs provide leadership opportunities for parents, structures to encourage parent-child interaction, and supportive, nonthreatening, school experiences for parents (Redding, 1991). Parent education should be judged not by the number of parents who attend but by the quality of experience gained by the parents. Programs that require several sessions, give parents concrete tasks to perform with their children, and provide group support and accountability are more likely to bring about the desired changes in child-parent interactions (Redding, 1991). Parent involvement must focus on the directives of the school. Their involvement must have

specific goals and they should be trained on how best to achieve these goals.

Earlier work done by Barbara Tizard and Martin Hughes shows that it may be helpful for teachers to concentrate on enhancing the children's learning experiences at home as parents prefer to help their children at home (Dye, 1989). By helping parents reinforce what their child learns at school, home and school language styles are mixed and children benefit from the links in these activities. One of the most beneficial tasks parents can perform is reading with their children at home. Hewison demonstrated that parents were able to help their children develop reading skills (Dye, 1989). Since reading is a developmental task, the more children read, the more efficient they become. Therefore, it is essential that reading be an activity shared by parents and children at home.

Reading is usually considered to be the most

important skill a child learns during the educational process. Even with the high value placed on reading and considerable effort teachers expend on reading, many children still fail at or have difficulty in learning to read (Silvern, 1985). Today, there is even more pressure for children to succeed and achieve reading excellence. These demanding challenges cannot be met with the work of the teacher alone. Teachers need the help of parents to aid children in learning to read. It is parent involvement, as discussed above, that can make such a marked difference in a child's reading progression. Research supports that without question, parent involvement has a critical role in the literacy development of their child (Rasinski & Fredericks, 1988). In *Becoming a Nation of Readers*, the Commission on Reading (1985) concluded that "Parents play roles of inestimable importance in laying the foundation for learning to read," and "Parents have an obligation to support their children's continued

growth as readers" (Rasinski & Fredericks, 1988, p. 1). Parents are the ones who have the ability to make the connection between what is being taught at school and what is practiced at home. They have the opportunity to enhance the child's skills at home which will help the child progress in reading. There has been extensive research which demonstrates that parent involvement in education significantly increases the child's development and achievement (Silvern, 1985). Findings from Silvern's research (1985) suggests that teachers give particular attention to increasing parent involvement in order to further children's reading achievement.

Due to the many benefits gained from reading at home, teachers are actively encouraging parents to enhance their child's literacy development at home. Unfortunately, even the most highly motivated and involved parents have difficulty with this request from teachers. Many parents feel inhibited and

uncomfortable when helping their children read. It seems then, giving children reading support at home can be difficult, not due to lack of desire, but rather to lack of knowledge in how to help their child. Parent inhibition may be due to uncertainties about the composition of the reading process and their role in this process (McMackin, 1992). Although many parents express a willingness to help their child read at home, they also express discomfort. Parents express discomfort because they are uncertain of the correct sequence of skills their child needs to learn (McMackin, 1992). In addition, many apprehensive parents fear they will confuse their child if the reinforcement at home doesn't coincide with the skills being taught in school (McMackin, 1992). What is needed then, is strong communication between teachers and parents so that quality parental involvement can occur within the home. Now that parents have been shown to be such a significant force in their child's

literacy development, educators must provide parents with information to help their children learn to read effectively.

Studies indicate that parents are more likely to seriously value reading to and with their child if teachers point out the specific benefits gained from the activity (Silvern, 1985). Parents need to know the significant improvement that can occur in the child's reading achievement and attitudes. These are specific benefits derived from quality parent involvement. Also the parent's motivation to help their child may increase based on the knowledge of how beneficial their help is to their child. In addition, teachers need to be specific in their requests and recommendations they give to the parents about reading to and with their child (Silvern, 1985). Many parents become overwhelmed by the kinds of activities suggested or are unsure if their current activities are effective and productive. (Rasinski and Fredericks, 1988). Rasinski and

Fredericks offer eight principles which teachers can communicate to parents for quality parent-child literacy efforts:

1. Regular daily time: Time is most effectively used when it is provided regularly.
2. Purpose and motive: Children love to read and be read good stories.
3. Real literacy activities: Tasks children are asked to participate in should reflect real literacy in form and function.
4. Internal interest: Parent-child activities should be directed toward the child's interest.
5. Tolerance and patience: These are vital components of effective parents. Parents need to allow their children to move at their own pace.
6. Support and encouragement: Love of literacy is promoted when children are encouraged and helped to overcome seemingly formidable obstacles.
7. Informality: Spontaneity is a prime consideration for parents as they work with their children.
8. Interaction: Parents and children should share in the responsibility for learning to read and write. (Rasinski & Fredericks, 1988)

There are many other principles similar to the ones above which attempt to aid overwhelmed parents as well as assist teachers by providing specific recommendations for quality parental involvement with their child's reading. It is so important that there is

good communication between home and school. Fredricks (1989) feels that parents need to be taught or shown ways that they can be helpful (Weitock, 1991). Then, when parents help their child, there is quality parental involvement. Leach and Siddall conducted a study to see the effect of parental involvement in their child's reading when given specific instructional strategies to use at home. The study was conducted in two first grade classrooms with 40 participating parents. The results strongly suggested that increases in rates of reading progress could be expected when parents were taught more precise instructional methods that go beyond the provision of increased opportunities to practice reading at home (Leach & Siddall, 1990).

It is evident that parents need to learn specific skills and gain additional information about reading at home with their child. Now, the method in which to communicate the information to parents must be determined. Many educators have solved similar parent

involvement problems through the development of parent workshops or seminars (Weitock, 1991). In Weitock's study, she found that workshops were an excellent opportunity for parents to gain important parenting skills and become more involved in their child's education. Those who attended the workshop felt what they learned was a valuable activity and one that would be done at home (Weitock, 1991).

Roundtree (1993) also suggested that parents need to have a thorough understanding of their children's program in school and they need to be trained to directly assist in their child's education. It was found that participation in seminars and workshops would help to achieve these goals (Roundtree, 1993). Offering workshops allows more effective parent involvement in a child's reading progress. Many successful reading programs have informed and trained parents through the use of parent meetings and workshops (Silvern, 1985). These workshops allow

families to engage in hands-on activities that can be shared at home, as well as provide parents with an opportunity to observe the practicality and motivation required in parent-child interactions (Rasinski & Fredericks, 1988).

Allen and Freitag (1988) concur that workshops are a very effective means of communicating to parents. They found that workshop sessions helped to empower parents with concepts to better assist their children in the home-learning environment (Roundtree, 1993). By empowering the parents, the workshops would help to develop a partnership between the school and home. These results indicate that holding workshops would increase the effectiveness of parent involvement at home.

Many positive outcomes have been found as a result of holding informational and training programs for parents about reading. Programs that were designed to instruct parents about teaching reading and encouraging

their active participation have resulted in significant increases in the reading attitudes and achievement of their children (Silvern, 1985).

After reviewing the literature, we have found that more specific studies on parents and reading in the home would be helpful. We have also found that parent education programs are useful and that parent involvement is essential. We have attempted to design a study which will increase the quality of parental involvement and improve the attitudes toward reading at home through the use of a reading workshop. The workshop was designed to teach parents strategies as well as provide resources and information about reading to aid parents when reading at home.

CHAPTER III

Sample

Participants in the study included eleven parents of first grade students from an affluent elementary school, located in Central Virginia. The sample consisted of all females. The level of parent involvement among the participants was high. Over half of the parents were involved in some way in their child's education process. Those involved agreed to attend a one hour workshop on reading strategies.

This class was selected based on past teaching associateship experience with the class. Parents had previously expressed interest in a workshop regarding the class curriculum. The children's reading levels all varied from children below grade level in reading to children above grade level in reading. The parents of both the highest and lowest reader in the class were subjects in our study.

Measures

There were two sets of surveys distributed to parents participating in the reading workshop. Parent Survey 1 was given to the parents one week prior to the workshop. The second survey, Parent Survey 2, was distributed at the beginning of the workshop. Both surveys were sent home again three weeks after the workshop. Parent Surveys 1 and 2 are located in Appendix B.

The questions in Parent Surveys 1 and 2 were asked to get a general idea of whether or not parents were comfortable reading with their child. Their child's current attitude toward reading was also assessed. Parents were asked specific strategies they used to assist their child.

Design

Once the classroom had been chosen, a letter was sent home to parents, stating our intent to hold a

reading workshop. (Appendix A) An informational survey (Appendix A) was also included, asking parents to determine interest and preference of night for the workshop. After a night and time were chosen, Parent Survey I (Appendix B) was sent home to workshop participants.

Workshop

As parents arrived on the night of the workshop they were asked to fill out Parent Survey II (Appendix B). Each participant - 11 in all - received a packet of information (Appendix C). This packet contained their child's current reading level as well as information relevant to that reading level. Also included were several handouts describing reading strategies implemented in the classroom, and prompts to help parents assist their child.

To begin the workshop, we explained to the parents our study and what we hoped to achieve. We also discussed our research findings and how the workshop

related to this research. The individual reading levels were described, as well as the expected progression to subsequent levels. Parents were then given an overview of what takes place during reading workshop each day in the classroom. This lead to a discussion of reading strategies used in the classroom and how these can be used at home.

Parents were then placed into groups and given different handouts about the strategies. They were asked to teach the important points of the handout to the other groups. Once the handouts had been discussed, any final questions were addressed. Although the workshop formally ended, many parents stayed, enjoyed refreshments and initiated discussions about the workshop. Three weeks following the workshop, Parent Surveys I and II were again distributed to the workshop participants. Results were then collected and analyzed.

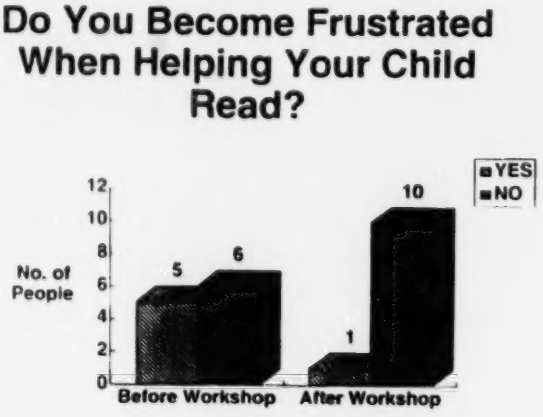
Analysis

Once Parent Surveys I and II were collected a second time, comparisons were made between those collected prior to the workshop and three weeks following the workshop. We compared the level of parent frustration when reading with their child at home, before and after learning the workshop strategies. The amount of time spent reading per night was analyzed, as well as whether parents used the strategies taught in the workshop. We also determined whether parents felt their child's attitude toward reading improved.

Chapter IV

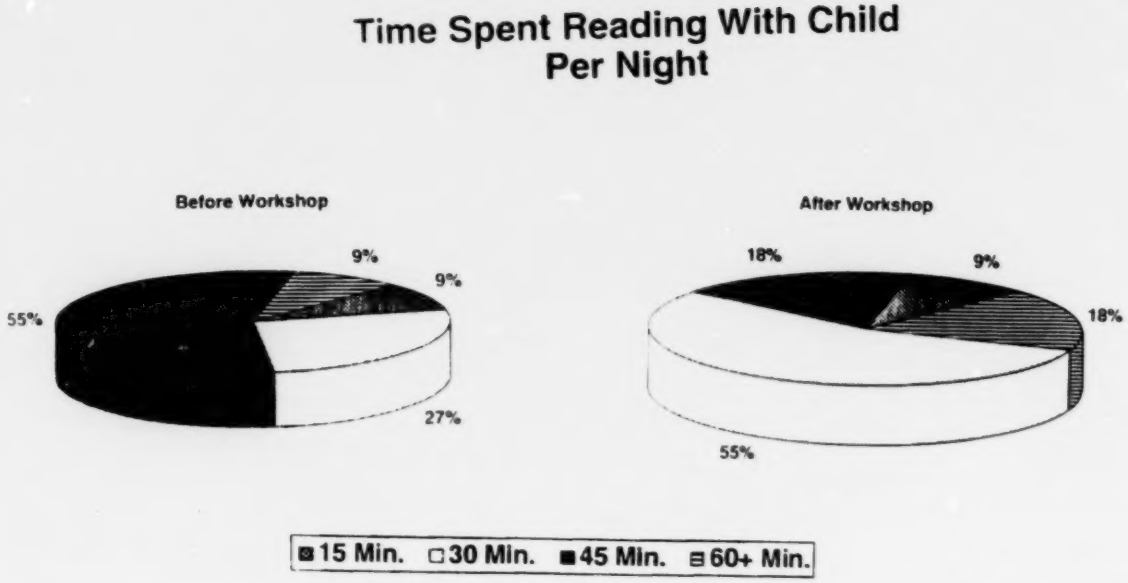
As a measure of frustration, a one-tailed t-test was performed in which Ho=$\mu_1-\mu_2=0$ where μ_1 = mean frustration level before the workshop and μ_2 = mean frustration level after the workshop teaching parents reading strategies to help their child ($p<.05$). Results indicate significant t= 2.38. Furthermore, Figure 1 shows the results of the responses to the surveys before and after the workshop to the following question: Do you become frustrated when helping your child read? Clearly based on the frustration level graph as well as the significant t-test we can state with relative confidence that parent frustration levels in regard to helping children read tend to decrease after being taught reading strategies in the workshop.

Figure 1



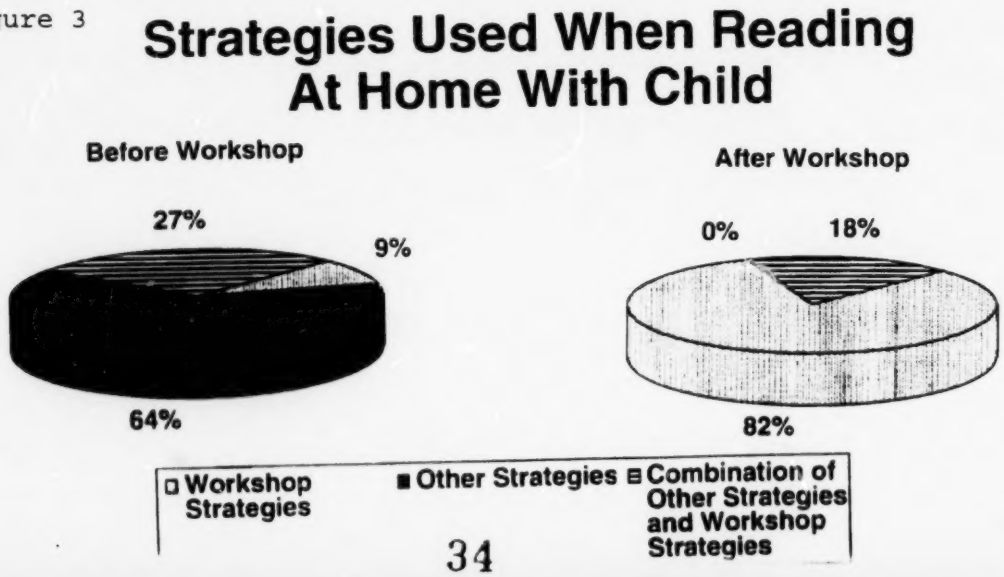
The results shown in Figure 2 indicate that the composition of time subjects spent reading with their child changed from before and after the workshop. Before the workshop, a greater number of parents spent 45 minutes or more reading. While after the workshop, the majority of parents read for thirty minutes or less. As is evident from Figure 2, nine people reduced their reading time per night by fifteen minutes. Therefore, we can conclude with near certainty that parents spent less time reading with their child after the workshop.

Figure 2



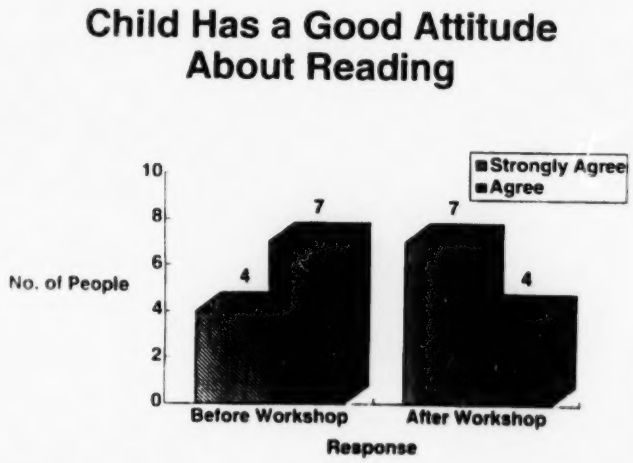
The results shown in Figure 3 indicate that after the workshop, the number of parents who used workshop strategies increased significantly. Before the workshop, only 9% of parents implemented the same strategies that were taught in the workshop, while 64% implemented other strategies and 27% implemented a combination of other strategies and workshop strategies. After the workshop, the number of parents who implemented the workshop strategies increased to 82%. The number of parents who use a combination decreased to 18%. Clearly based on these graphs we can infer with relative confidence that parents did implement the workshop strategies when reading with their child at home.

Figure 3



As a measure of child attitude toward reading, a one- tailed t-test was performed in which Ho=$\mu_1 - \mu_2 = 0$ where μ_1= mean attitude level before the workshop and μ_2= mean attitude level of the child towards reading after the workshop ($p<.05$). Results indicate signif:cant t = 1.936. Furthermore, Figure 4 shows the results of the responses to the survey before and after the workshop in which parents indicate whether they feel their child has a good attitude towards reading. As is evident from the attitude graph (Figure 4) as well as the significant t-test, we can state with near certainty that parents felt their child's attitude toward reading increased after parents attended the workshop.

Figure 4



Chapter V

The purpose of this study was 1) to produce a workshop to teach parents reading strategies used in the classroom, and 2) to evaluate whether parents implement these strategies and, in turn, feel more comfortable reading with their child at home. Eleven parents of first grade students participated in a reading workshop in which parents were taught reading strategies used in their child's classroom. Parents completed two sets of surveys before and after the workshop. We based the results of our studies on the information provided by the responses from the two surveys.

The study hypothesized the following:

1. Providing parents with strategies used in the classroom would decrease parental frustration when reading with their child at home.
2. By implementing the strategies learned at the workshop, the quantity of time spent reading with their

child at home will decrease.

3. After completing the workshop, parents who did not previously use the workshop strategies will begin to use them.

4. When parents learn and use these strategies, they will agree more strongly that their child has a better attitude toward reading.

After analyzing the results, we have found all of our hypotheses to be true. We determined that the workshop had a direct effect on each component of our hypotheses. All our results demonstrated a change in our data from before and after the reading workshop.

We can conclude with relative confidence that parent frustration levels in regard to helping children read tend to decrease after attending the workshop. In addition, the quantity of time parents spent reading with their children decreased after the workshop. A concern many parents expressed at the workshop was reading enough with their child each night. One parent

asked how long they should read each night. Parents were informed that it was the quality of time spent reading that was most important rather than the quantity of time spent each night. Although we cannot conclude with certainty, we can infer a possible link between the decrease in time and the decrease in parents level of frustration when reading with their child. It is suggested that because parents did not feel the pressure to read a certain length of time each night, they were able to feel more comfortable during the time that they were reading.

We may also conclude with near certainty that parents did implement the workshop strategies when reading with their child. As shown from our results, it is evident that after participating in the workshop all parents used the workshop strategies either alone or in conjunction with other strategies. We can infer a possible link between the use of strategies learned from the workshop and a decrease in parent frustration

level. The parents' frustration level decreased because they had learned ways to help their children read and now knew how to assist with their reading at home.

We can also conclude with relative confidence that parents felt that their child's attitude toward reading increased after parents attended the workshop. By teaching parents the strategies that are also taught in the classroom, the workshop created a link between home and school. As indicated in our research, reinforcing what their child learns at school, home and school language styles are mixed and children benefit from the links in these activities.

The workshop's overall success was evident from the many positive comments we received from the parents both during and after the workshop. During the workshop, while discussing reading strategies, one of the parents exclaimed "Now I understand what my son was trying to tell me! I've been doing it wrong all along.

I wasn't asking him the right questions." The mother realized how important it was for her son to have consistency in the way he reads at home and at school. She couldn't wait to go home and try out the new strategies. After the workshop, most of the parents asked if there would be other workshops for different subjects in the curriculum.

Although we found our study to be an overall success, no study is conducted without problems. One major constraint was time. As was stated in our research, programs that require more sessions are more likely to bring about the desired changes in child-parent interactions. If more time had been allotted for our study, we would have conducted more than one workshop. Additional time would also have allowed a longer testing period for parents to practice using the strategies.

In reviewing the surveys, in hindsight there are some things we might have done differently. We would

have used less open-ended questions so that it would have been easier to compare and analyze the results. We also would have given surveys to the entire class and not just the participants of the workshop. This would have given us a control group from which to draw comparisons. By having a control group, we could eliminate any competing explanations for results. For example, events in the classroom at the time of the study might have been responsible for the changes we found in our data.

We can't generalize our results for all classrooms on account of our sample. Due to the high rate of parent involvement within the classroom already, we feel this would not be representative for most classrooms. It is important to note, however, that even with this high rate of parent involvement we still had significant findings in our results.

Parent involvement is such an important element in a child's education. Other studies should be conducted

on educating parents about what is occurring in their child's classroom. Workshops are just one of many ways to educate parents. Future studies should also be done to determine if parent involvement directly affects a child's attitude.Our study focused on the parents' perceptions of child attitude. Further studies should be done to determine child attitude directly from the child.

We are fortunate now to realize that parents are the essential link between home and school. It is our responsibility as educators to make sure this link is utilized to its full potential. With the present disarray of the majority of students' home environment, it is imperative that teachers create consistency in their students' education. One important way to do this is to make connections between home and school.

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Appendix A

Informational Survey

Please fill out the following information and send it back to school with your child tomorrow.

Are you interested in attending a workshop to learn reading and writing strategies?

_____ Yes, I am interested in attending a workshop.

_____ No, I am not interested in attending a workshop.

What is your preference of night and time during the week of February 27th to hold the workshop?

	Night	Time
First Choice:	_____	_____
Second Choice:	_____	_____
Third Choice:	___ _____	_____

Please write any additional suggestions or comments below.

Appendix B

Parent Survey I

Name of Child: _____

	YES	NO
1. Do you become frustrated when helping your child read?	----------	----------
2. Do you and/or your child become frustrated when doing reading homework?	----------	----------
3. Do you feel comfortable when visting or talking with your child's teacher about his/her reading progress?	----------	----------

If not, please explain. _____

_____

4. Do you lose patience easily when reading with your child? ---------- ----------
5. Would you like a school program to help you help your child read at home? ---------- ----------
6. Do you have difficulty understanding your child's reading homework assignments? ---------- ----------
7. What are specific things that would help assist you with your child's reading at home? --------- ----------
8. How much time per night do you spend reading with /to your child? _____
9. How comfortable do you feel reading with your child at home? (please circle one) very somewhat not at all
10. When your child comes to a word he/she does not know, how do you respond? _____
11. What strategies do you know that help your

Appendix B

Parent Survey II

Child's Name: _____ Date: _____

Please indicate your observation of your child's reading growth. Feel free to comment where appropriate. Thank you for your assistance.

A = Strongly agree
B = Agree
C = Disagree
D = Strongly disagree

My child:		Comments
1. Understands more of what he/she reads.	A B C D	
2. Enjoys being read to by family members.	A B C D	
3. Finds time for quiet reading at home.	A B C D	
4. Sometimes guesses at words, but they usually make sense.	A B C D	
5. Can provide a summary of stories read.	A B C D	
6. Has a good attitude about reading.	A B C D	
7. Enjoys reading to family members.	A B C D	
8. Would like to get more books.	A B C D	
9. Chooses to write about stories read.	A B C D	
10. Talks with family members about the things he/she is reading.	A B C D	

Strengths I see_____

_____

_____

Areas that need improvement_____

_____

_____

Appendix C

10 Reasons to Read to Your Child

1. Because when you hold children and give them this attention, they know you love them.

2. Because reading to children will encourage them to become readers.

3. Because children's books today are so good that they are fun - even for adults.

4. Because children's books' illustrations often rank with the best, giving them a life long feeling for good art.

5. Because books are one way of passing on your moral values to children. Readers know how to put themselves in other's shoes.

6. Because until they learn to read for themselves, they will think you are magic.

7. Because every teacher and librarian they encounter will thank you.

8. Because it's nostalgic.

9. Because for that short space of time, they will stay clean and quiet.

10. Because, if you do, they may then let you read in peace.

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Developing READING Independence

a Developing reader needing *some* support

- Reads predictable books easily.
- Attempts to read simple, nonpredictable books with pictures.
- Rereads favorite books.
- Uses several strategies for figuring out words.
- Needs help with classroom reading tasks.

a *beginning* independent reader

- Beginning to acquire sight words rapidly.
- Has greater fluency in oral reading.
- Makes no more than 5 errors per 100 words when reading first grade materials.
- Beginning to read silently.
- A capable/confident reader who feels comfortable with books.
- Still needs help with unfamiliar material.
- Enjoys reading independently.
- Can read for longer periods of time.
- Reads for pleasure or for information about a particular interest.
- Uses a variety of strategies for figuring out words.

a *confident* independent reader

- Reads more complex material of greater length.
- Understands content texts, thinks about what is read and reads to gain information.
- Knows different types of reading require different reading styles.
- Reads silently.
- Chooses many types of material to read.
- Often understands humor and fine points.
- A reflective reader who evaluates evidence from different sources of information.
- An enthusiastic reader who has developed strong individual taste in fiction and non-fiction.

Appendix C

Developing READING Independence

a Prereader

- The child needs to be read to in order to understand that print carries meaning.
- Shows little interest in looking at books.
- May have short attention span for listening to stories.

an Emerging reader

- Enjoys being read to.
- Spends time with familiar books and enjoys pictures and retelling the story.
- Developing an understanding of how reading works.
- Beginning to guess words from pictures by phonics and\or by understanding the match between speech and print.

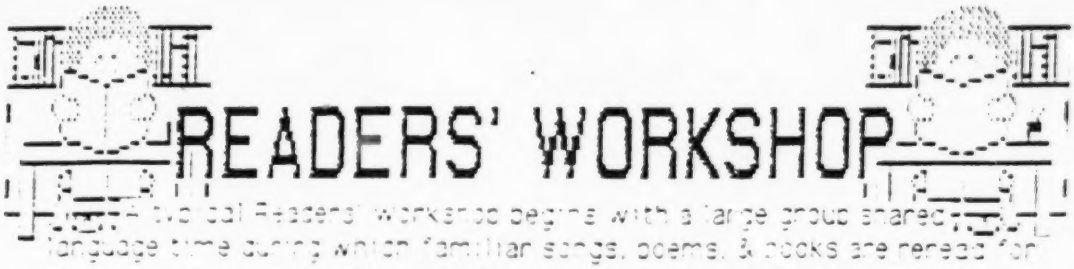
a Developing reader needing *much* support

- Chooses memorized or predictable books in which pictures play an important part.
- May be able to reread own dictation but finds unfamiliar material too difficult to read.
- Needs much support with classroom reading tasks.
- May depend on one method of figuring out words; for example, sight memory, pictures, meaning, beginning letter, or sounding out.

Appendix C

courtesy of Denise Breit
1st Grade Teacher

Appendix C



READERS' WORKSHOP

A typical Readers' workshop begins with a large group shared language time during which familiar songs, poems, & books are reread for pleasure. New texts related to the current theme are also introduced. At all times, the children are encouraged to take an active part in this time by choral reading, taking turns pointing to the words on a chart or building the text in the pocket chart, predicting, questioning, & discussing. During these activities, the teacher draws the children's attention to certain aspects of the reading process such as:

- ***Concepts of Print*** -- capital/lower case letters, use of boldface or italic type, spelling patterns, rhyming words, punctuation, phonics, etc.
- ***Strategies Used to Make Sense of the Printed Word*** -- memory, use of picture cues, recognition of "sight words", context clues, phonetic decoding, etc.
- ***Genre of the Text*** -- fiction, non-fiction, fantasy, poetry, reference, mystery, folk tales, etc.
- ***Appropriate Book Selection*** -- based on interest, length, level of difficulty, etc.

The shared language time is followed by a period of **private reading** during which the children take their own individual book tubs (containing self-selected books, a reading folder with class poems & songs, & record-keeping forms used by the teacher) to a private area in the room to read "silently." The amount of time varies from 5-30 minutes (depending on the children) & is *far from silent* in the early months of first grade!

This is followed by a period of continued **reading**, ranging from private or buddy reading, reading charts, using the listening center, working at the pocket chart, to playing reading games such as word concentration, bingo, or pictionary. During this part of the workshop, the teacher conducts individual and/or small group conferences with the children. At each reading conference, the child reads orally to the teacher from a book in the tub. The teacher notes & records information about the child's book selection, fluency, use of strategies, & comprehension. After discussing the book together, the child chooses 1-3 new books to work on for the next week. When appropriate, new strategies are taught or guidance in book selection is given. Other adults in the classroom simply circulate & join the children in their reading activities, recording observations to share with the teacher.

At the end of the workshop, when time allows, it is beneficial to have a few children share a book they have learned to read or tell some new insights they have gained about reading. Having the opportunity to talk about what they are learning is a positive experience for all children!!

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Appendix C

What do good readers do?

1. Look at the first letter. (Get your mouth ready.)
2. Look at the picture.
3. Match the word with the picture.
4. Think about the word family.
5. Skip over and read on.
6. Go back and reread.
7. Think about what makes sense.
8. Look at the last letter.
9. Remember the word.
10. Go back and find the word.
11. Look for little word in big word.

Appendix C

HOW TO HELP YOUR CHILD WITH *UNKNOWN WORDS*

WAIT

Let the child try to solve it if he can!! He needs time!

Does the mistake make sense?

YES ⇦ ⇨ NO

If you try to correct every mistake he/she will get discouraged! Some don't really matter (eg. a for the)

Praise him for a good guess!

You may decide to let him carry on.

You may stop and ask him to look at the word (especially the beginning). Does the word start the same as another word he knows?

Tell him the word if it's too difficult!

Reading must make sense! Your child must understand this!

How can you help him understand?

Ask some questions about the story and/or the pictures to help him think about the meaning.

After a question or two, give him the word.

When he stops and says NOTHING!

Suggest that he tries the sentence again or reads to the end of the sentence (if he can)

Say "What word might make sense here?"

Tell him the word!!

Appendix C

Parent Prompts

Meaning - Does that make sense?
Check the picture.
Think about what's happening in the story.
Try that again.

dinner (child says)
"Come and have lunch," said Dad.
(intended message almost the same)

Structure - Does that sound right?
Do we talk like that?

roof (child says)
Mark and Helen cleaned the windows and the doors.
(good language construction)

Visual - Does that look right?
Get your mouth ready.

held (child says)
"I will help you," said Mark.
(substitution is visually similar)

M + S + V = COMPREHENSION

Appendix C

WORKING WITH YOUR CHILD

Be there to guide, support, and encourage, but ALWAYS let your child do as much for herself as possible!!!!

ALWAYS encourage her to think for herself. For instance, instead of answering her questions immediately, respond with a comment like, "What do you think?"

When reading to your child:

1. Be as comfortable and cozy as possible.
2. Make sure she can see the book -- pictures and words.
3. If the print is large, point to the words as you read.
4. Read enthusiastically and expressively.
5. Talk about the book while you read.
6. When you finish, ask her to retell the story or tell about her favorite part or make up a new ending.

When you listen to your child read:

1. Be patient and supportive -- no matter how slow and labored her reading.
2. When she comes to an unknown word, encourage her to use the following strategies:
    - Take a guess.
    - Use the picture clues.
    - Use the beginning sound of the word.
    - Skip the word and read on to the end of the sentence. Then go back and use the context to figure out the unknown word.
3. Ask her to tell you how she figures out new words. Help her to become aware of her own strategies by talking about them.
4. Praise her efforts and make suggestions where necessary.

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Appendix C

5. Help her to focus on the meaning of the text. Try to keep her from getting bogged down with the mechanics of reading.

6. Discuss the story with her after she finishes reading.

When you help your child write:

1. Remember that the writing belongs to her.

2. Do not pass judgement on her work. Accept whatever she does.

3. Ask her to tell you about her work (drawing or writing). Ask questions like: How are you doing? Would you like to tell me about ...? Is there anything I can do to help you?

4. If she asks for help, get her to talk about her writing. Ask questions to help her think about her topic.

5. If she needs help with spelling, tell her to try to spell the word the way she thinks it should be spelled. DO NOT SPELL WORDS FOR HER!!! Encourage her to use everything she knows to help her spell the word -- the way it looks, the sounds she can hear when she says it, places in the room where she can find the word. To help her "sound out" a word, say the word slowly, emphasizing the sounds. Have her say the word herself and try to hear and feel the individual sounds.

6. Accept and praise every sincere effort she makes.

Appendix C

TECHNIQUES FOR READING WITH YOUR CHILD

Help the child anticipate what the book might be about.

a. Talk about the title.
b. Look through all the pictures and talk about what the story maybe about by asking, "What do you think will happen?" "Why do you think that?"
c. Help children make comparisons and contrasts with other familiar stories and experiences in their own personal life. Ask, "Does this remind you of another story or when something similar happened to you?"

As the child reads, resist telling the child unfamiliar words. Instead, ask some of the following questions to help the child figure out words he or she doesn't know independently.

* What would make sense?
* Look at the picture, does it give a clue?
* Can you re-read the sentence and get your mouth ready for the word?
* You knew the word on this page, can you find it?
* It could be _____ or _____. Which would make sense and look right?

When the child makes a mistake, resist telling the child the word. Instead ask some of the following questions to help the children figure out the error.

* Does that match up?
* Did that make sense?
* Did that look right?
* Do we talk that way?

Always go back after the reading and praise children for some what they did well. Examples: "I liked the way you looked at the pictures.
"I liked the way you looked carefully at the beginning letter."
"I liked the way you went back and re-read when it didn't make sense."

Appendix C

SUGGESTED TRADE BOOKS

DEVELOPING reader needing MUCH support

TITLE	AUTHOR
The Ball Bounced	Tufari, Nancy
Five Little Ducks	Raffi
The Chick and the Duckling	Ginsburg, Mirra
Fur	Mark, Jan
How Many Bugs in a Box ?	Carter, David
I Can Build a House	Watanabe, Shigeo
Mary Wore Her Red Dress	Peek, Merle
Old McDonald Had A Farm	Jones, Carol
Old McDonald Had A Farm	Rounds,Glen
Sam's Ball	LIndgren, Barbro
Sam's Cookie	Lindgren, Barbro
Sam's Lamp	Lindgren, Barbro
Sam's Wagon	Lindgren, Barbro
Farmer in the Dell	Parkinson, Cathy
Flying	Crews, Donald
It Looked Like Spilt Milk	Shaw, Charles
The Blanket	Burningham, John
Five Little Monkeys Jumping on the Bed	Christelow, Eileen
Henry's Busy Day	Campbell, Rod
Oh, A Hunting We Will Go	Langstaff, John
Where's Spot	Hill, Eric

Appendix C

SUGGESTED TRADE BOOKS

DEVELOPING reader needing SOME support

Book Titles	Authors
Are You There Bear?	Maris, Ron
Cat Goes Fiddle-i-Fee	Galdone, Paul
Dear Zoo	Campbell, Rod
Grandma and the Pirate	Lloyd, David
Gregory's Garden	Stobbs, William
Have You Seen the Crocodile?	West, Colin
Is Anyone Home?	Maris, Ron
Just Like Daddy	Asch Frank
Oh! Dear	Campbell, Ron
"Pardon," said the Giraffe	West, Colin
Rosie's Walk	Hutchins, Pat
SHHHH.	Henkes, Kevin
Where's My Daddy?	Watanabe, Shigeo
Across the Stream	Ginsburg, Mira
Cookie's Week	Ward, Cindy/DePaola
A Dark, Dark Tale	Brown, Ruth
Going for a Walk	DeRegniers, B.S.
Hooray for Snail	Stadler, John
I'm King of the Castle	Watanabe, Shigeo
Marmalade's Nap	Wheeler, Cindy
Marmalade's Snowy Day	Wheeler, Cindy
My Kitchen	Rockwell, Harlow
Roll Over!	Gerstein, Mordicai

Appendix C

Book Titles	Authors
You Can't Catch Me	Oppenheim, Joanne
The Art Lesson	DePaola, Tomie
Caps For Sale	Slobodkina, Esphyr
Chicken Soup With Rice	Sendak, Maurice
The Gingerbread Boy	Galdone, Paul
Moon Happy Birthday	Asch, Frank
I Know a Lady	Zolotow, Charlotte
Miss Nelson is Missing	Allard, Harry
One-Eyed Jake	Hutchins, Pat
The Three Little Pigs	Galdone, Paul
Tyler Toad and the Thunder	Crowe, Robert
Who Sank the Boat?	Allen, Pamela
The Wind Blew	Hutchins, Pat

Appendix C

SUGGESTED TRADE BOOKS

EMERGING reader

Book Titles	Authors
Count and See	Hoban, Tana
Growing Colors	McMillan, Bruce
My Book	Maris, Ron
The Cat on the Mat	Wildsmith, Brian
Have You Seen My Duckling?	Tafuri, Nancy
Have You Seen My Cat ?	Carle, Eric
All Fall Down	Wildsmith, Brian
Baby Says	Steptoe, John
The Little Red House	Sawicki, Norma Jean
Now We Can Go	Jonas, Ann
Toot,Toot	Wildsmith, Brian
Brown Bear, Brown Bear	Martin, Bill
Rain	Kalan, Robert
Roll Over	Peek, Merle
Spots, Feathers, and Curly Tails	Tafuri, Nancy

Appendix C

SUGGESTED TRADE BOOKS

Beginning INDEPENDENT reader

TITLE	AUTHOR
Buzz, Buzz, Buzz	Barton, Byron
The Great Big Enormous Turnip	Oxenbury/ H./Tolstoy
If I Were A Penguin	Goenell, Heidi
Misty's Mischief	Campbell, Rod
One Bear All Alone	Bucknall, Caroline
"Quack", said the Billy Goat	Causley, Charles
The Tool Box	Rockwell, Anne
Two Bear Cubs	Jonas, Ann
Building A House	Barton, Byron
The Cake That Mack Ate	Robart, Rose
Come Out and Play Little Mouse	Kraus, Robert
Goodnight Moon	Brown, Margaret Wise
I Was Walking Down the Road	Barchas, Sarah
My Brown Bear Barney	Butler, Dorothy
My Cat	Taylor, Judy
Put Me in the Zoo	Lopshire, Robert
Where Are You Going Little Mouse	Kraus, Robert
You'll Soon Grow Into Them, Titch	Hutchins, Pat
Airport	Barton, Byron
Are You My Mother	Eastman, P. D.
Don't Touch	Kline, Suzy
Fix-it	McPhail, David
Hattie and the Fox	Fox, Mem
The House That Jack Built	Stobbs, William
The Napping House	Wood, Don/Audrey
Nobody Listens To Andrew	Guildfoile, Elizabeth
This Is the Bear	Hayes, S./Craig, H.
We're Going on a Bear Hunt	Rosen, Michael
Who Took The Farmer's Hat	Nodset, Joan

Appendix C

TITLE	AUTHOR
Who Wants One?	Serfozo, Mary
Angus and the Cat	Flack, Marjorie
The Bear's Bicycle	McLeod, Emilie
Ben and the Bear	Riddell, Chris
Benny Bakes a Cake	Rice, Eve
Bertie the Bear	Allen, Pamela
Chicken Licken	Bishop, Gavin
The Fat Cat	Kent, Jack
Goodnight Owl	Hutchins, Pat
Happy Birthday Sam	Hutchins, Pat
Henny Penny	Galdone, Paul
Just Like Everyone Else	Kuskin, Karla
A Kiss for Little Bear	Minarik, Else H.
Leo the Late Bloomer	Kraus, Robert
Noisy Nora	Wells, Rosemary
The Quilt	Jonas, Ann
Spot's Birthday	Hill, Eric
The Story of Chicken Little	Ormerod, Jan
Teeny Tiny	Bennett, Jill
The Teeny Tiny Woman	Sueling, Barbara
There's a Nightmare in My Closet	Mayer, Mercer
Three Billy goats Gruff	Brown, Marcia
The Trek	Jonas, Ann
The Very Busy Spider	Carle, Eric
We're in Big Trouble Blackboard Bear	Alexander, Martha
The Wheels on the Bus	Kovalski, Maryann
And I Mean It Stanley	Bonsalll, Crosby
Ask Mr. Bear	Flack, Marjorie
The Doorbell Rang	Hutchins, Pat
The Elephant and the Bad Baby	Vipoint, Elfrida
Funny Bones	Ahlberg, Allan/Janet
Go and Hush the Baby	Byars, Betsy
Harold and the Purple Crayon	Johnson, Crockett
The House That Jack Built	Peppe, Rodney

Appendix C

Book Titles	Authors
Johnny Lion's Book	Hurd, Edith Thacher
The Last Puppy	Asch, Frank
Let's Be Enemies	Sendak, Maurice
Little Gorilla	Bornstein, Ruth
The Little Red Hen	Galdone, Paul
Max	Isadora, Rachel
Meg and Mog	Nicoll, Helen
Mouse Tales	Lobell, Arnold
Stone Soup	McGovern, Ann
There's an Alligator Under My Bed	Mayer, Mercer
There's Something in My Attic	Mayer, Merecer
The Three Bears	Galdone, Paul
Trouble in the Ark	Rose, Gerald
Where the Wild Things Are	Sendak, Maurice
Blackboard Bear	Alexander, Martha
The Cat in the Hat	Dr. Seuss
Charlie Needs a Cloak	DePaola, Tomie
Clifford the Big Red Dog	Bridwell, Norman
George Shrinks	Joyce, William
Jamberry	Degen, Bruce
Jimmy Lee Did It	Cummings, Pat
Little Bear	Minarik, Else H.
Little Blue and Little Yellow	Lionni, Leo
The Man Who Didn't Do His Dishes	Krasilovsky, Phyllis
More Tales Of Amanda Pig	Van Leeuwen, Jean
Mrs. Huggins and Her Hen Hannah	Dabcovich, Lydia
Owl at Home	Lobel, Arnold
Sam Who Never Forgets	Rice, Eve
The Very Hungry Caterpillar	Carle, Eric
Bear Goes To Town	Browne, Anthony
The Big Sneeze	Brown, Ruth
Frog and Toad are Friends	Lobel, Arnold
Frog and Toad Together	Lobel, Arnold
Mr. Grumpy's Motor Car	Burningham, John
Mr. Grumpy's Outing	Burningham, John
The Surprise Party	Hutchins, Pat
The Three Billy Goats Gruff	Stevens, Janet
What Next Baby Bear!	Murphy, Jill

Appendix C

BOOK TITLES	AUTHORS
Rose	Wheeler, Cindy
Thank You Nicky	Ziefert, Harriet
William, Where Are You?	Gerstein, Mordicai
The Bus Stop	Hellen, Nancy
Cock-a-Doodle Do	Brandenberg, Franz
Dinosaurs, Dinosaurs	Barton, Byron
Each Peach Pear Plum	Ahlberg, Janet
Sheep in a Jeep	Shaw, Nancy
Snail Save The Day	John Stadler
Spot's First Walk	Hill, Eric
Ten Bears in My Bed	Mack, Stan
Whose Mouse Are You?	Kraus, Robert
The Baby	Burningham, John
The Big Fat Worm	Van Laan, Nancy
The Carrot Seed	Krauss, Ruth
Gone Fishing	Long, Erlene
Lollipop	Watson, Wendy
My Dog	West, Cindy
One Monday Morning	Shulevitz, Uri
Peanut Butter and Jelly	Wescott, Nadine B.
Shhhh!	Kline, Suzie
Ten Black Dots	Crews, Donald
Three Cheers For Hippo	Stadler, John
Three Kittens	Ginsburg, Mirra
Titch	Hutchins, Pat

Appendix C

Independent Reading

Jill Marie Warner

When I get stuck on a word in a book,
There are lots of things to do.
I can do them all, please, by myself;
I don't need help from you.

I can look at the picture to get a hint,
Or think what the story's about.
I can "get my mouth ready" to say the first letter,
A kind of "sounding out."
I can chop the word into smaller parts,
Like *on* and *ing* and *ly*,
Or find smaller words in compound words
Like *raincoat* and *bumblebee*.
I can think of a word that makes sense in that place,
Guess or say "blank" and read on
Until the sentence has reached its end,
Then go back and try these on:
"Does it make sense?"
"Can we say it that way?"
"Does it *look* right to me?"
Chances are the right word will pop out like the sun
In my *own* mind, can't you see?

If I've thought of and tried out most of these things
And I *still* do not know what to do,
Then I may turn around and ask
For some help to get me through.

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